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ABSTRACT

As a result of a joint concern over the issues of book selection and censorhip, the National Council of Teachers of English and the American Association of School Librarians distributed a questionnaire in the spring of 1964 to 1,600 secondary schools, half going to chairpersons of English departments and half to school librarians. Approximately equal numbers of each group responded, with a total of 610 of the questionnaires returned. Of those, 20.3% indicated that the school had received objections to books during the previous year and a half. Data indicated that objections to books or magazines came from a wide variety of sources. More startling was the large number of objections that stemmed from school personnel at all levels; some 42% of objections reported arose in this way. About one-third of teachers' objections, 15% of parents' objections, and 44% of administrators' objections were to the "suitability" of books. The largest single group of specific charges against books resulted from references to sex; only 8% of the objections rested on ideological grounds. It was also found that objections that came from within the school were more likely to result in the removal or restriction of a book than were the objections made by external critics. Evidence suggested that the presence of a policy for book selection did increase the ability to resist censorship. However, book selection practices emphasized stocking school libraries with older rather than more recent titles. (HOD)

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The Role of English Teachers and Librarians in Book Selection

by

Lee A. Burress, Jr.

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INTRODUCTION

The report which follows is the result of a joint committee of the American Association of School Librarians and the National Council of Teachers of English. The committee met once at Cleveland, Thanksgiving, 1964,* and decided to send out a questionnaire to gain information. The national offices of AASL and NCTE sponsored the questionnaire. Helpful assistance was provided by the executive secretaries of both groups, Miss Dorothy McGinnis of AASL, and Mr. James Squire and Mr. Robert Hogan of NCTE.

Members of the joint committee are: Mrs. Lizette Van Gelder, the University of Kentucky; Mrs. Nyla Ahrens, Hunter College; Mrs. Joyce Steward, the University of Wisconsin; Miss Margaret Moss, Director Emeritus, Public School Libraries, Madison, Wisconsin; Mrs. Gladys Woehr, Rye High School, Rye, New York; Mrs. Jane K. Billings, Clintonville High School, Clintonville, Wisconsin; Mrs. Georgia Cole, Co-Chairman for AASL, Vigo County Schools, Terre Haute, Indiana.

Although the survey was sponsored by AASL and NCTE, the report represents my summary of the committee's deliberations and does not imply endorsement by either organization. Also, any errors of judgment and mininterpretations of the committee's ideas are my own.

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*To the Reader: This document, though written around 1967, was not published or disseminated. It was entered into the ERIC system in 1985 because it was deemed to be a significant document in the issue of book selection.

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THE POWERS OF CENSORSHIP

In our society, limitations on the distribution of books are roughly of four kinds: that of the parent over his own children's reading and experience, that of society as expressed in the police powers of the state; that of the school boards, through their legal control of the schools; and that of a particular group within the community, expressing itself through letters, protests, and threats of various kinds. Each of these powers has its own characteristic sphere of effectiveness, and its own inherent limitations.

The right of parents to control the lives of their children is a well-established principle. Courts will intervene to limit it only in the most extreme cases, where the health and welfare of the child is obviously and immediately at stake. Therefore in this discussion the right of the parent to control the reading of his own minor children will not be considered as censorship, though any attempt by parents to limit the reading of the children of others most emphatically will.

The most significant limitations on the distribution of books are those effected by legislation against the distribution of pornography. Enacted in almost every state, such legislation has been upheld by the Supreme Court. Some degree of censorship is thus a reality in our society, but there is little evidence that limitations of this sort have any effect whatsoever on the schools. Evidence presented in this survey will clearly indicate that school library collections are well within the present limits of the law.

A power which does permit the possibility of censorship in the schools is the legal control afforded to school boards. Since they delegate much of their authority for the purchase of books to administrators, teachers, and librarians, these in turn may act to restrict the reading materials available to students.

There is much information in the current survey to indicate considerable pre-censorship and self-censorship by members of the school staff. Surprisingly often, officials remove and destroy books without explanation even to other school people. Such action is frequently described as taken "quietly." In a few cases, the librarian equally quietly orders a replacement copy of the book removed.

Censorship in the schools is practiced at every level, from the state Board of Education to the newest teacher. The Virginia Board of Education ordered the removal of "all sex books." A superintendent in Iowa has a policy calling for the immediate removal of any questioned book or magazine. A principal in another school will not permit the use of paperbacks of any kind. Reports one teacher: "Nothing has moved our principal from his original position. As a consequence we use paperbacks in the classroom and risk severe reprimands." A librarian in Florida refuses permission for "Students below grade eleven to read Gone With the Wind, even though ninth and tenths grade teachers have placed it on their book lists. Hemingway's and Steinbeck's books are on the closed shelf and we have no books by Faulkner in our library." Cases such as these

are marked by irrationality, vague standards, and an absence of public and professional dialogue; they deserve the title censorship.

The final source of censorship is pressure from some sector of the public, expressing itself through protests, letters, telephone calls, and threats of various kinds. Though such cases are in the minority, they are the most unpleasant and usually receive the most publicity. The public hearings which sometimes result are rarely of value in educating the public, or in protecting the professional autonomy of the schools.

But all limitations on the distribution of books are not censorship. Given a situation in which funds are limited and in which choices have to be made, how can the observer decide why Catcher in the Rye was not bought? Viewing the matter from the position of the individual who must make the choices, how are they to be made?

After studying the material accumulated in this study, it proved most useful to define censorship as the use of non-professional standards in dealing with books. An earlier study[1] of this problem pointed out that professional standards are based upon the traditional body of literature in English and assume a familiarity with that literature. The principles of literary criticism become the operating tools by which new books and the relative worth of older books are recorded and judged. Though professionally trained people may well disagree on the merits of a given book, a working consensus can be obtained, subject to continued debate in the forum provided by

literary journals. This is, it should be emphasized, a public process, open to all who will familiarize themselves with the literature, the terminology, and the procedures involved. Such professional standards are used to a greater or lesser degree in newspapers and book reviewing, as well as in school and college classrooms. They are being adopted too, as the basis of decision in censorship cases in courts of law.[2]

The material gathered in this study indicates that non-professional standards are often brought to bear by individuals with a sincere interest in young people and their reading. Motivating their actions is an explicit belief that some books can have a bad effect on the reader, and that this effect can be prevented by removing the book. An elderly Wisconsin woman's response is typical: "A poor book had best be burned to give place to a better or even to an empty shelf for the fire destroys the poison and puts it out of the way of doing harm."

Attitudes such as this led, for example, to the removal of To Kill a Mockingbird because of the rape scene testimony, Brave New World for referring to test tube babies, Junior Miss because the father swore, Vanity Fair for the "immoral behavior" of the characters. But in each case it could be said as Lloyd Richards, English coordinator in the Omaha Public Schools, pointed out when To Kill a Mockingbird was questioned for use in the 8th grade:

> The charge that has been made against the book is a charge that fails to take into account the integrity of the author, the tone of the story, the capability of the students at this age level, and their need for guidance toward understanding the world in which they live.

Other objections seeking to protect the child center on the language used by the characters. Although in general there has been little conscious attention to the esthetic effects obtainable with nonstandard or vulgar language, the achievements of Mark Twain in creating Huckleberry Finn, or of Steinbeck with one of the few saints in American literature, Ma Joad, demonstrate that the use of nonstandard and sometimes vulgar speech is at least no barrier, and we may suspect sometimes even a necessity, in great works of art. The many interesting and successful experiments with Negro dialects in the writing of Richard Wright, James Baldwin, and Gwendolyn Brooks, among others, is another good illustration of the same general point.

Milton observed in his Areopagitica that censorship is ineffective because it tends to rid us of the best literature, leaving untouched "scandalous, seditious, and libellous books." Indeed, the First Law of Censorship might be that censorship drives out good literature and replaces it with bad--or at least with dull and ineffective--books.

Why is this? Censorship, Milton thought, is essentially the tool of tyrannical and inhumane persons. Persons wise enough to function successfully as censors are too wise to wish to do so.

Instead, censorship is exercised by persons not very well educated, people little aware of their own nature and not very tolerant of others.

Such individuals are unaware of the processes by which art works. Their unsophisticated sensibilities cause them to react with shock to the effectiveness of a successful work of art, in which characters and actions are usually believable and convincing. The treatment of sex--a subject almost inevitably dealt with because it is such an important and pervasive part of human life--is persuasive, whether or not it involves explicitly sexual words or incidents. The naive or unsophisticated reader is unused to examining such attitudes and resists having them called into consciousness. Afraid of his own feelings, he attacks the work of art which has aroused them.

Unsuccessful attempts at art, however, are not effective in calling into consciousness such basic attitudes of the reader. Indeed, the obviously pornographic work is often the least effective in arousing erotic or sexual emotions. The addition of erotic words to a plotless, characterless story does not create a believable work of art. The shock effect soon wears off, and there is nothing left to lend interest or excitement. Such superficial, inconcrete, and unconvincing works cause slight reaction in the reader, and they therefore seem safe and acceptable.

This difference in reaction was illustrated rather clearly some years ago when the movie Seven Year Itch, starring Marilyn

Monroe, and the film version of Hugh Herbert's pleasant little comedy, The Moon Is Blue, were released almost simultaneously. Seven Year Itch exploited all the possible erotic implications of a plot in which Miss Monroe played the part of an attractive, unmarried girl living in an apartment above that of a married man whose wife was out of town for the summer. The suggested subject was adultery, though the word itself was never used, and there was considerable exposure of Miss Monroe's physical charms. Though the implications of the movie were clearly immoral, the various boards that censor American movies raised no complaint about it.

The Moon Is Blue, on the other hand, dealt with an essentially moral situation, a courtship where boy seeks girl: object matrimony. There were two suitors, one of whose intentions were perhaps questionable. There was no cheesecake, in Hollywood terms, but three words were used which caused trouble: "pregnancy," "seduction," and "mistress." Only after a series of law suits were the distributors of The Moon Is Blue able to get the right to show it. Though there was no objection to a suggested seduction in Seven Year Itch, the use of the word itself was immoral, even when the situation was treated with delicacy and honesty in The Moon Is Blue.

The most invidious forms of censorship, however, use a pretended concern with young people and their reading to obtain secondary personal or political aims.

In one very fully described case in this study, a beginning teacher used Ferlinghetti's "A Coney Island of the Mind #5" with a

twelfth grade class at the suggestion of the English department head. The report indicates that the beginning teacher later refused a date with another member of the staff, who then reported the use of the poem to a local clergyman. This clergyman was a long-standing enemy of the local school system and had preached against such matters of school policy as class size on the grounds that small classes cost the taxpayer too much, and against the hatching of eggs in the primary grades because it was improper sex education. He had also been instrumental in running a slate of opposition candidates for the school board in recent years, though this slate had as yet received little support. Distributing a thousand copies of this poem to his congregation, he urged they protest its use to the school board, citing many grounds but especially that the poem was atheistic.

The effect of this episode on the beginning teacher was catastrophic. The principal issued a false statement that the poem had been discontinued because of its unsuitability, though in fact no attention had been given to the merits of the poem nor the validity of the charges. The school board reprimanded the teacher for her choice of the poem, though indicating they would continue to employ her. Nowhere in the discussion did anyone acknowledge publicly that the poem had been used previously in the school, and had in this case been specifically suggested by the department head. The meager support offered did little to reassure the teacher, who resigned at the end of the year.

This case illustrates clearly the way in which censorship can obscure the real issues, both personal and political. An impartial reading of the poem would have made clear the groundlessness of the charges raised. Having sold some 200,000 copies, largely to young people, Ferlinghetti's A Coney Island of the Mind, could be an excellent agent for introducing young people to contemporary poetry. But given a climate of opinion that fosters belief in the potential danger of books, and in the need to censor them, it is quite possible for personal and political frictions to generate charges of improper book use as a means of accomplishing objectives related neither to the improvement of instruction nor to the welfare of our children.

LITERATURE AND BEHAVIOR

If censorship is so often justified as a means of protecting young people from the bad effects produced by certain literary experiences, it is certainly valid to ask what evidence there is to suggest such a linkage between reading and behavior. The answer will be, "precious little."

Taking "bad effects" on behavior in their most extreme form, one can examine studies of delinquency; one of the most complete was undertaken by a research team headed by Eleanor and Sheldon Glueck.[3] Five hundred delinquents were matched with five hundred non-delinquents in terms of ethnic background, intelligence, age, and residence in underprivileged urban neighborhoods. Through the cooperation of psychiatrists, physicians, and social workers, psychometrists, and the schools, data were accumulated permitting comparison of the two groups along many dimensions. The picture that emerged is well worth considering in all its aspects by anyone interested in the development of our youth.

For our immediate purposes, however, the most interesting of the Gluecks' data are those reflecting the attitudes of delinquents toward reading and books. They show that few delinquents are content with such a quiet amusement as reading, and few are very good readers. On the Stanford Achievement Test, delinquents demonstrated significantly poorer reading ability than their non-delinquent counterparts. Fewer than twenty of the 500 homes contained books or other cultural resources. Though matched

in age and general intelligence, delinquents averaged a full year behind the non-delinquents in school achievement, and they had significantly lower grades. These deficiencies in both attainment and available resources give no support to the notion that literature of any kind, let alone the books found in school libraries, contributes to juvenile delinquency.

A direct effort to study the relationship of literature to delinquency was made in Minnesota, where a sample of thirty-nine institutionalized delinquent boys was matched with an equivalent group of non-delinquents in terms of age, grade, school background, intelligence, reading ability, and father's occupation.[4]

In this study, a combination of questionnaires, checklists, tests covering books read, and interviews was used to arrive at a reasonable estimate of the amount of reading the boys had done from a predetermined list of books. This list included several books that might be called obscene (or in the investigators' terms, "sensational") as well as a sample of adult and adolescent literature. The investigators found that very few boys in either group had read any sensational books, and they concluded that no causal relationship could be shown between reading and delinquency. The study is therefore in accord with the Glueck report, as well as with the conclusions of many other sociologists.[5]

The analogy between pornographic literature and drugs or spoiled food is by now very familiar; bad literature is often "poison" in the popular press, with the implication that the effects of the two

are very similar. But this is not the case. Whereas on the one hand the energies released by a drug are largely uncontrollable, the effect of a work of literature depends very directly on what the reader is seeking. A striking example of this occurs in Stuart Cloete's The Great Trek, in which a father and son court the same girl. When the son refuses to stop seeing her, the father turns to the Biblical injunction, "The disobedient son thou shalt kill," and carries it out quite literally. Yet do we therefore hold the Bible to be a bad book? Or do we condemn the father for deliberately seeking a justification for what he wants to do?

Somewhat similarly, the biography of Whittaker Chambers indicates that Les Miserables carried him into the Communist party by convincing him that he should live a life devoted to compassion and social justice. Later these same convictions led him out of the party and into the Church. Whether or not we can agree with his interpretation of the Communist movement, can anyone criticize the book for the decision Chambers made?

Here lies the crux of the issue. If man works out his destiny in a world in which he has at least limited freedom, he must surely believe that books are not active agents, but rather microcosms of the world, to which, in the mystery of freedom, the individual reader reacts. How he reacts will depend not so much on the characteristics of the words on the page, as on the prejudices and experiences which the reader brings to them.

Words are able to produce varying meanings in the mind of the reader because they are finally only symbols, rather than inevitable accompaniments, of reality. As Joseph Whatmough has pointed out, language is

> first and foremost a form of symbolism. . .What is a symbol? A symbol is a surrogate. We speak of mathematical symbols, for example x for any number,. . . logical symbols, as a or b as variables in a statement or proposition. . .and so forth. But all these surrogates have one feature in common. There is nothing in the nature of things that gives them the meaning stated; that is something we have given them, by agreement or convention, so that the symbol acquires a certain arbitrary character. This is something quite different from a sign. A sign has direct relation to its object, like water dripping from the trees as a sign of rain; but the word rain (which obviously is not rain, or a sign of rain, for I can say it indoors, or for that matter I can say it repeatedly, even outdoors, without getting wet) is a symbol of "rain," or "raining", as in our question,"Is it raining? Not much!" [6]

The belief that some books are dangerous originates in the failure to make such a distinction between sign and symbol. It would be perfectly logical for a doctor to speak of a bad sign, for example, in a rising fever, which might portend to worsening of the patient's condition. But a symbol can be bad only in an instrumental or aesthetic sense, in that it does not accomplish its purpose. A map that does not correspond to reality is a bad map, but not an immoral one. If a book, on the other hand, is labelled as morally evil, then the symbol is identified with the reality it points to; the book itself is confused with the ideas or actions described. Logically this is no more valid than identifying the illness with the fever chart, and removing the book no more effective than carefully wiping the chart clean.

In extreme cases, the belief that books are dangerous involves a faith in something much like magic. The distinguished linguist Simeon Potter has remarked, "Primitive peoples still believe that word has power over thing, that somehow the word participates in the nature of the thing."[7] Indeed, folklore collectors have shown that many current sayings and popular beliefs reflect an older, primitive belief in the efficacious power of words. Even among educated persons one may hear someone say, when driving past a person changing a tire, "Don't mention it," as though saying "flat tire" would somehow cause the travelers to have a flat themselves. The use of euphemism results from a similar fear of the reality symbolized by the word, reality which the speaker does not want to recognize or acknowledge directly. Whatmough indicates the misapprehensions that result from such interpretations of language:

> (If) the deliberate fault of postulating a direct connection between symbol and referend is committed, or if this is done innocently by the innocent, it gives rise to the dangerous illusion that by manipulating the symbols, it is possible to manipulate the referend.[8]

In other words, we find the chart erased to cure the fever.

Milton intuitively reaches conclusions very similar in his Areopagitica. In books, he wrote, we can "safely...scout into the regions of sin and falsity." In linguistic terms,

> Language gives us the power to arrange "reality" into convenient and empirically successful categories. These "manage" it, but it is also a cage that intervenes between human awareness and the flow of the raw data.[9]

To fail to distinguish between image and phenomenon, symbol and sign, would in the end be a mark of insanity. In the cage provided by the writer, we turn to the life of ancient Greece in the Iliad, move into the world of a murderer in Crime and Punishment, or look through the eyes of a prostitute in Fanny Hill. Though he may be temporarily caught up into this special world, when he puts the book down the normal reader knows he is returning to the world of reality, to the limits of his own existence bound up in time and space.

The fundamental morality of literature should not need emphasis in a report intended for teachers and librarians. Wayne Booth's discussion of the various kinds of distance in fiction is only one of the many good guides that assist in sorting out the problems here. Even books that present approvingly actions and conduct which most readers must reject can still be regarded in many ways as moral works. They present a kind of order, they enhance life, they regard individuals with respect, they force the reader to contemplate the shortness of life, and the importance of dealing with it intelligently and reverently. Indeed, most books tend to accept the traditional standards of morality; a character like Clyde Griffiths in An American Tragedy may be described sympathetically, but never with approval. Though the reader is invited to share his life, it is a life of failure and tragedy.

It seems prudent to conclude that the books selected by staff members in the schools, as materials collected in this survey

will illustrate, are unlikely, in themselves, to have harmful effects on their readers. The best of books, said Milton, may be used for the worst of ends, but this is not grounds for attacking the book itself. In so far as can be seen from contemporary studies of the problems, young people seem unlikely to be injured by books. Censorship and restriction--the tools of tyranny and dictatorship--have no place in the schools of a modern democratic society.

THE SURVEY:

I. Censorship and the Schools

In their continuing concern with the issues of book selection and censorship, the National Council of Teachers of English and the American Association of School Librarians established in 1964 a joint committee to study the problems involved. After preliminary discussions, the committee distributed in the spring of 1964 a questionnaire to discover what restrictions or difficulties, if any, secondary school English teachers and librarians faced in selecting books.

Questionnaires were sent to a randomly selected sample of 1600 secondary schools, half going to the chairman of the English department, half to the school librarian. Approximately equal numbers of each group responded, with a total of 610 (38 percent) of the questionnaires returned. Of these, 20.3 percent indicated that the responding school had had objections to books during the previous year and a half (September 1, 1964 to the spring of 1966). Department chairmen seemed somewhat less aware of difficulties than librarians, 18 percent as against 22.6 percent reporting problems during the period under consideration.

Can we thus conclude that censorship is a serious problem in our schools? Even if we were to make the extreme assumption that all the schools which did not respond were entirely free of such problems, the responses indicate that over 7 percent of American secondary schools faced the issues of censorship during a period

of less than two years time. And there is little reason to make this assumption that schools without censorship would be less likely to respond; indeed, it may be the schools where censorship is most rigorously enforced that would not answer such a questionnaire. Such failure to respond certainly would be in keeping with a policy of vigorous restriction.

If we turn to other studies of the problem, the evidence suggests that 20 percent may be a fairly accurate estimate of the proportion of schools which encounter objections to book use. A 1963 study in Wisconsin[10] involved a sample almost identical in size with that of the present survey, received an equivalent return of 36 percent, and found censorship in 20 percent of the schools. A 1965 study in Arizona[11] received a 90 percent return from 96 schools, and found that 41 percent indicated incidents of attempted censorship, and 21 percent reported books removed from classrooms, libraries, or book lists. Both studies, like that of the NCTE-AASL committee, were concerned with incidents occurring anywhere in the school.

A study by Nyla Ahrens[12] in 1964 looked instead at the experiences of the individual teacher. Surveying some 939 members of the National Council of Teachers of English, she found that 12 percent (of the 83 percent responding) reported censorship difficulties. When this experience is multiplied to take into account the joint experience of the several teachers and librarians in a school, the 20 percent figure of the present study seems a

conservative estimate of the extent of the problem. An accurate and perfectly defensible figure will have to wait until the ideal survey with a large sample and a near-perfect rate of return is conducted, but in the interim it seems reasonable to suppose that the problem is indeed of major importance.

THE SOURCE OF OBJECTIONS

Data collected in this survey indicate that objections to books or magazines come from a wide variety of sources (Table I). Parents, naturally interested in and usually aware of the books their children read, accounted for nearly half of the objections raised. Their prominence in this respect is to be expected, though the school must take care not to allow the parent's right to restrict the reading of his own child become a right to limit that of all children in the school.

More startling, perhaps, is the large number of objections which stem from school personnel at all levels; some 42 percent of objections reported arise in this way. Although it is possible that some objections recorded on the questionnaires as coming from various levels of the administration may have been merely the passing down through the hierarchy of an objection raised outside the school, the 23 percent of the objections coming from teachers and librarians themselves make clear that the problem is large. When it is further realized that of the titles objected to by teachers or librarians, 75 percent appear in one or more of the standard lists of recommended books, one must ask if it is not time for school personnel to step back and examine their own professional standards.

TABLE I

SOURCE OF OBJECTIONS

Source	No. of Objections	Percent of all Objections
Parent	102	49
The School		
librarian	16	8
teacher	35	17
English department chairman	4	2
other administrator	32	15
board of education	1	
total, the school	88	42
Clergyman	9	4
Student	9	4
Local Organization	1	
Other	1	
Total	210	

The enormous possibilities for pre- and self-censorship by teachers and librarians concerned about later objections, together with the number of objections they raise about choices already made, indicate that the professional staff exercises a heavy hand indeed on the book selection process.

THE KINDS OF OBJECTIONS

An assessment of the real basis for objection to a given book or magazine is probably the least reliable part of a questionnaire survey such as this. As we noted in the first part of our discussion, censorship attempts can often mask a variety of personal and political motives, as well as reflect a genuine concern with the effects of a given work. There is too another problem when the respondents are themselves occasionally the source as well as the object of a certain number of objections,or when they feel they have capitulated too easily to outside pressures. Such underlying feelings may explain responses which carefully described an objection and subsequent removal of a book, but never pointed out the title, or the many others which simply listed "unsuitable" as full explanation for restricting the circulation of a book. Indeed, about one third of teachers' objections, 15 percent of parents' objections, and 44 percent of administrators' objections were to the "suitability" of the book. Perhaps because the charge of unsuitability implies that the book selection policy of the library, which made the book available in the first place, was in error, relatively few librarians raised this objection.

Other more specific objections--to immoral language, sex, inaccuracies--are of course also criticisms of book selection processes, but they imply only that some aspect of the book has been neglected which will, when pointed out, cause those originally responsible for its selection to agree to its removal. It is only when the teacher or librarian insists on retaining books objected to on such specific grounds that difficulties occur.

The largest single group of specific charges against books resulted from references to sex; some 20 percent of total stated objections referred to such passages, or to "too vivid" illustrations in books or magazines. One parent objected to a folk tale in which a bear and a girl had a child that grew up as strong as a bear: "It would confuse teenagers," she thought. But it would be a mistake to assume that parents therefore must want their children to have accurate knowledge about sex. Duvall's Facts of Life and Love for Teenagers drew many objections from parents who wanted to restrict the amount of knowledge their children might have. One teacher agreed with these objections on the grounds that "some of our younger children would read this book only for the dirty aspects of sex." Yet what "the dirty aspects of sex" are, or why in other cases it is wrong for young people to relieve tensions produced by references to sex by laughing, the objectors never explain. Among the other books objected to because of their treatment of one or another aspect of sex

were: The Scarlet Letter, To Kill a Mockingbird, Joy in the Morning, and The Boy Upstairs.

If all objections to "language" were grouped together, they would form the largest single class. Some 33 percent of the objections raised by parents, for example, included the word language itself. A large group of references referred to immoral language, using such equivalent expressions as "gross," "raw," "indecent," "naughty," "obscene," or "vulgar." There were eight references to profane language as used in The Red Pony, Go Tell It on the Mountain, The Ugly American, and The Great Gatsby, but the implications seemed more synonymous with immoral than with the precise sense of irreverence for sacred things which the word should carry. No identifiable references to bad grammar resulted from this survey.

Together with attacks on immoral language were a number of objections which condemned a whole book on similar grounds. Although there was some evidence of confusion between the language used and the import of the book as a whole in many of the objections reported, some of the responses indicated that such a distinction was being made. A teacher who objected to The Great Gatsby on the grounds that it contained profane language, for example, conceded that it taught an important moral lesson. Terms used in such general condemnations ranged from "immoral" to the more connotative "dirty,""cheap," and "trash."

Only 8 percent of the objections rested on ideological grounds, indicating fairly general acceptance of the view that the school should reflect a wide range of opinion on important issues. Of course, it is also this kind of objection which is likely to be masked by other protests in a survey of this sort; further study of the point is certainly needed. Objections based on religion or political conviction were relatively few in number. Two parents objected to books which taught evolution. A clergyman felt Paine's The Age of Reason was anti-religious. Other attacks resulted from the proscriptions of certain titles by the Catholic church. Objections came from both sides of the racial question, however, with Nigger of "Narcissus" condemned because it uses the word "nigger," Black Like Me for being too "integration centered." Other titles objected to on racial grounds included Huckleberry Finn, Invisible Man, To Kill a Mockingbird, and Two and Twenty. It is interesting that objections based on race came only from parents, although those based on religion or politics stemmed from a cross-section of the total group of objectors reported in this survey.

Six of the objections reported are interesting in that they make explicit the assumption which must underlie most attempts to restrict the circulation of books: that reading and behavior are inextricably linked. The Stranger "would corrupt" young people; Catcher in the Rye "would be a bad influence"; the folk tale previously mentioned would "confuse" them; Gone With the Wind and To Kill a Mockingbird, reported one teacher, would produce a

"misunderstanding in below average students." Two other cases cited actual instances of undesirable effects of books: Cunningham's Dorp Dead (sic) gave a twelve year old a nightmare; Teen Days is reported to have caused children to become sexually aroused.

Yet those who would censor on the grounds that reading affects behavior in such ways are typically inconsistent in their concern, limiting the scope of undesirable behavior unreasonably: only three objections, for example, rested on the violence described or implied in a book. Yet, as a quick run through the list of books reported in the libraries (Appendix B) will show, books describing and even glorifying violence were certainly available to the students, and indeed some of them were objected to on other grounds. It is not, however, that books such as Andersonville, Lord of the Flies, The OxBow Incident, Crime and Punishment, or Heart of Darkness should be excluded from school libraries because they deal with violence. Rather one might ask why, if the public is generally willing to tolerate references of this sort without becoming unduly worried about "bad effects," we should not be equally unconcerned about the possible effects of other sorts of description. One might even venture to suggest that the argument of "bad effects" has become merely one rationalization for not dealing with topics which are considered embarrassing or distasteful, and is quickly dropped when the matter at issue becomes less personal and less threatening.

THE FATE OF AN OBJECTION

Analysis of the data collected in this survey isolated a number of factors which seem to be directly related to the action which will be taken when an objection is raised. These factors range over the whole spectrum from the sources of the objection to the size of the school to the organizational pattern under which the program is conducted.

In general, objections that come from within the school are much more likely to result in the removal or restriction of a book than are objections made by external critics, as Table II shows. There is some evidence in the returns to indicate that when objectors come to a teacher or librarian they are frequently satisfied with the defense given for the book, but that when administrators act as intermediaries, the book is more often simply removed. Teachers and librarians express considerable dissatisfaction with their inability to discuss the matter with the objector under such conditions.

We have noted earlier that school personnel are a surprisingly large source of objections to book use. The data also indicate that they are an extremely effective one. When parents object to a book, almost half of the time their request is denied, and less than one fourth of the time is the book actually removed from use. Only 6 percent of the requests from administrators or librarians are denied, however, and teachers too are more successful in their requests than are any of the groups outside the school. With their powers so much stronger, it is especially necessary that such individuals make use of high standards of professionalism in any suggestion that the use of a given title be restricted or curtailed.

Table II

Effect of Objections

Percent Reporting:

Source of objection	Request denied	Removed from class use	Removed from list	Closed shelf	Removed from library	Other
Parent n=102	44	4	5	10	22	16
Clergyman n=9	33		11	11	11	33
Local organization n=1	100					
Student n=9	78				22	
Teacher n=35	23	3	3	34	34	3
Principal other administrator n=32	6		9	15	62	6
School librarian n=16	6	6	19	12	56	
English department chairmen n=4						
Board of Education n=1						

Another set of factors influencing restrictions on book use is related to the size of the community and of the school. Questionnaire returns were high from rural areas, very low from metropolitan centers, as Table III indicates. Although the data from metropolitan centers are too scant to allow meaningful comparison, the other three categories suggest that the incidence of censorship rises as population goes up, with the incidence highest in suburban areas. Whether this is the result of the educational level of the population, which also tends to be highest in suburban areas, or of some other factor, needs further study. In a similar fashion, the incidence of attempts at censorship rises as school enrollment goes up (Table III). These data parallel the findings of the Ahrens survey.

But if the incidence of objections is lower in rural areas and in smaller schools, the effect is harsher. Some 40 percent of the time, requests to halt book use are denied in suburban schools, compared to only 29 percent in rural areas; 25 percent of the time the book is removed in suburban schools, 35 percent in rural communities. When the smaller size of library collections in rural areas is also taken into consideration, the severe limitations on student reading become clear.

TABLE III

School Characteristics and Frequency of Censorship

	No. of Responses	Percent Reporting Objections	Percent of Objections Denied
Community Type:			
Metropolitan (250,000 or more)	32	12	
Suburban (peripheral to a metropolitan area)	93	25	40
Urban (above 10,000)	138	24	
Rural (10,000 or less)	310	20	29
School Enrollment:			
0-299	105	17	
300-599	182	19	
600-999	158	22	
1,000-1,499	100	25	
1,500 or more	36	28	
Grade Levels Represented:			
1-12	104	17	38
7-9	130	20	20
7-12	84	24	34
9-12	118	24	27
10-12	46	24	69
other	102	18	

When grade level is considered, schools organized to serve only the upper grades seem better able to preserve their professional standards than schools that serve both junior and senior high populations. The senior high is more likely to receive objections than is the junior high, but it is less likely to act on them. As in the data on rural and suburban areas, the lower incidence of attempted censorship in junior high schools may be attributable to the size of the libraries and kinds of books available. Perhaps because society considers children of junior high age more susceptible to the evil influences of certain books, however, when cause for objection is found, it is much more likely to be effective.

The adoption of a school or district policy for book selection and for handling any censorship problem has been widely urged as one useful protection for teachers and librarians in the schools. The evidence from this survey suggests that the presence of a policy does indeed increase the ability to resist censorship.

The large number of schools not responding to the questionnaire prevents a very meaningful answer to the question of the extent to which schools or districts nationally have adopted a formal policy for dealing with censorship. Of those responding, approximately two thirds indicated they had no policy; another sixth of the returns left the question unanswered. A comparison in Table IV of the returns from schools with and without a policy shows that when a policy is in effect, objections to book use are denied about half the time, whereas in other cases only about one third are rejected. Local school policy seems to be slightly more

effective than a district policy, perhaps because there is more commitment to a policy when it has been initiated at the local school level than when it has been imposed from below.

TABLE IV

Book Selection Policy
and Effect of Objections

	Percent of Reports Where:			
	Local School Policy In Effect		District Policy In Effect	
Effect of Objection	yes (n=26)	no (n=113)	yes (n=32)	no (n=131)
Request Denied	54	30	47	33
Removed from Classroom	4	3		3
Removed from Booklist		8	3	7
Placed on Closed Shelf	23	17	12	16
Removed from Library	19	41	24	38
Other		1	12	3
Total	100%	100%	100%	100%

THE SURVEY:

II. Book Selection and Censorship

Many respondents suggested that by skillful book selection the difficulties of censorship might be avoided. To test the validity of this hypothesis, the questionnaire contained two lists of books, one composed of fifty-five titles which have been previously reported as the objects of censorship in secondary schools,[13] the other listing fifty titles that high school students had reported as significant reading experiences.[14] Respondents were asked to indicate which books on each list were to be found in their school libraries.

Although a number of the titles in the second list have also stirred controversy, many others from the list of significant books (List B) have not appeared in previously published accounts of censorship. It might therefore be anticipated that schools attempting to minimize censorship by careful book selection would have a higher proportion of List B than of the first list (List A), all of the titles of which were controversial, and that such schools would experience a correspondingly lower degree of censorship attempts.

In fact, respondents did indicate that school libraries contain a higher proportion of books from List B than from List A. As Table V shows, in both librarians' and department chairmen's reports the percentage of books from the controversial list was only about half that from List B. Significantly, however, the proportion of books from each list does not seem to be related

to the degree of censorship which might be expected. The ratio of books reported on List A to those on List B is approximately the same, .57, in schools experiencing censorship as in those without.

TABLE V

Reports of School Book Holdings

Librarians Report n=304	Average No. of Titles Reported	Percent of List
List A (55 controversial books)	17	30.1
List B (50 significant books)	30	60.0
Total	47	44.8
English Department Chairmen's Report n=284		
List A (55 controversial books)	9	16.4
List B (50 significant books)	17	34.0
Total	26	24.8

If reporting schools are subdivided into various categories such as rural and nonrural, small and large, slight differences do appear in the proportions of books reported from each list between schools reporting and not reporting censorship, but these differences are not statistically significant. Apparently, therefore, the conscious avoidance of controversial books would not prevent censorship.

But if care in book selection seems to have little effect on the degree of censorship reported by the schools, the data reveal another factor which seems very directly related: total number of books reported. Table VI makes clear that if the pro-

portion of books from List A to those from List B remains about the same, the total number of books from both lists is significantly higher in schools reporting censorship. This factor continues at a 5 percent level of significance even when the data are divided into such categories as large and small schools, rural and non-rural, and so forth. Table VII, presenting the data according to geographic distribution, is indicative of the general trend.

The consistency with which schools reporting censorship report a larger number of books indicates that size of school library is an important factor in generating objections. Such an hypothesis is compatible with the contention that education is disturbing, that books in general call the past into question, and that all books have a potential for arousing people. It also suggests that the only sure way to avoid censorship is to avoid books.

The hypothesis that careful book selection is not an effective means of reducing censorship is supported by other information revealed by the questionnaire. If the books objected to in this

TABLE VI

Censorship and Size of Book Collection

Schools	Average List A	Average List B	Ratio List A/List B
Reporting censorship (n=121)	16	28	.571
Reporting no censorship (n=456)	13	23	.565

TABLE VII

Relationship of Book Holdings to Censorship by Area

Area	Percent Reporting Censorship	Average Books List A and B
Northeast n=127	24.4	46
Midwest n=204	20.5	37
South n=150	17.3	34

study are arranged in order of frequency of mention, for example, it becomes clear that it is impossible to isolate any small group of titles accounting for any large proportion of censorship problems. Indeed, of the 130 titles referred to in the reports, 91 are reported only once, and only 13 appear three times or more. Even if librarians were to avoid all of the titles reported two or more times as the source of objections, some 70 percent of the titles causing censorship problems would remain. (Data here are very consistent with that collected in other studies: the 1963 Wisconsin study found that 71 percent of the titles reported were the subject of only a single attack; the 1965 Ahrens study found 75 percent.) The censorious person can find something to object to in almost any book, as a glance through Appendix D will indicate.

Nonetheless, it is clear that many of our respondents were operating on the premise that careful book selection would be more successful in minimizing censorship than the data presented

above would suggest. Again and again, responses would point out "There are enough non-controversial titles of good quality so that books of this nature /The Good Earth/ can be avoided without loss." Others were frank about their desire to avoid trouble: "There is /sic/ potential problems connected with the book /Andersonville/ and why should we create problems for ourselves."

Such attitudes in their implications suggest there is much in the school's handling of books to prevent the development of reading interests of students. Other studies have shown that students generally prefer to use public libraries instead of school libraries, and data from this study confirm that many of the books which are most popular with students are not available in the schools. Only 21 percent of the libraries had Catcher in the Rye, probably the single most popular book among teenagers in the last few years. Other popular books which were available in less than half the schools (according to reports of both librarians and chairmen) included, among others, Heart of Darkness, Lord of the Flies, An American Tragedy, The Sound and the Fury, The Scarlet Letter, and Brave New World. One junior high school teacher noted this problem and pointed out that ninth grade students used the public library or bought copies of such titles unavailable in the school as Exodus, The Silver Chalice, A Bell for Adano, Hawaii, Main Street, Franny and Zooey, The Catcher in the Rye, Nineteen Eighty-Four, The Wall, Lord of the Flies, and The Good Earth

It seems that in spite of varying degrees of pre- and self-censorship by the schools, students are obtaining and reading on their own the books which they are being "protected" from. Robert Hogan has compiled some revealing statistics on the distribution of a few of the most controversial titles:

> Harper and Row estimates that close to 2,500,000 copies of Brave New World are now in circulation. For The Ugly American, W. W. Norton cites sales of 398,000 in cloth edition. Random House reports that A Bell for Adano sold more than 175,000 copies through fall 1965. Viking Press states for The Grapes of Wrath continuing sales of 5,000 to 6,000 copies per year of the original Viking trade edition, now 25 years in print, plus additional sales of 500,000 copies per year of the Bantam paperback edition. New American Library published Nineteen Eighty-Four in two editions, one of which has sold 2,079,439 copies in 23 different printings; the other 2,001,506 copies in 11 printings, for a combined total of 4,080,945 copies. One of the newest books to be singled out by censors is Harper Lee's To Kill a Mockingbird, which as of winter 1965, according to J. B. Lippincott Company, has sold 263, 909 copies, with another 11,792,200 copies distributed through book clubs and other sources than the publisher directly. A book which students discovered virtually on their own and which has never really made its way into the curriculum is Catch-22: Simon and Schuster has sold 40,000 copies in hardback and relays from Dell, the publisher of the paperback edition, a total sales figure of over 1,750,000. Perhaps the most enduring target of the censor and the favorite of the adolescent is Catcher in the Rye. Time magazine has reported that sales in all editions are close to 250,000 copies annually since publication 15 years ago, for a total of 3,750,000 copies.[15]

It is thus clear that banning these titles from school libraries will not usually prevent students from obtaining copies from other sources. What such restriction on books dealt with in the schools does do, is prevent instruction which might make the sensitive adolescent better able to cope with the demands which such reading is likely to make on him. The books which are neglected by the secondary school curriculum are often those which are the most sophisticated in their structure and their message, and with which, of all the books he might come upon, the adolescent most needs the sensitive and mature guidance of the experienced teacher. To neglect books merely because

they are controversial is to abandon the needs of the student in favor of convenience and comfort.

An interesting feature of the reports of books available is the indication that book selection practices emphasize stocking school libraries with older rather than with more recent titles. In part, this results from a surprising slowness in adding new titles to book selection aids upon which librarians rely. The Catcher in the Rye, for example, did not appear in the Standard Catalog for High School Libraries until 1963, though it was published in 1951. In fact, 1963 was also the first year for Of Mice and Men (1938), The Grapes of Wrath (1939), and Lord of the Flies (1955).

When the titles surveyed in the questionnaire are arranged by frequency of report (Appendix B), one finds that of the eleven titles reported by 76 percent or more of the libraries, only three (The Good Earth, Diary of a Young Girl, and The Old Man and the Sea) were published in this century. Of the 49 titles reported in 25 percent or less of the libraries, all but two were published in this century. This avoidance of contemporary titles was also apparent in the data from the National Study of High School English Programs, and was linked in the Ahrens report to frequency of censorship. Indeed, it seems likely that although on the one hand contemporary authors and writings are those which students usually find most meaningful and significant, it is also these which teachers and librarians, in their wish to avoid censorship and controversy, are most likely to avoid.

IMPLICATIONS FOR THE SCHOOLS

While it is evident from the material presented in this study that the selection of books for use in the schools may create serious difficulties, it should also be apparent that the problems are not insurmountable, that indeed they are dealt with wisely and constructively in many schools. To some degree, the very existence of the problem is testimony to the increased effectiveness of the schools and the growth of school libraries, making available more and better materials for students to work with. In spite of the existence of considerable pressure for censorship, in many schools students have access to the best of literature, both contemporary and traditional. This final section will draw together some of the implications of the survey for those seeking to reduce pressures on the schools and to insure that all students have reasonable access to books and guidance in reading them.

It is clear that there should be a policy for the selection of books and related materials--records, films, tapes, and so forth--in every school and every district. A good policy would be established by the efforts of all the relevant school personnel--teachers, librarians, and administrators--and would insure each had a proper voice in the selection of materials. Both teachers and librarians should recognize that it is their responsibility to know instructional materials thoroughly and to respect the professional judgment of their colleagues in the selection of materials. The recognition of standard book selection aids should be adequate justification for the purchase

of any item desired by a staff member.

A policy for the selection of teaching materials performs several useful functions. Not only is the administration more likely to defend a selection procedure in which it has been involved, but the public is also more likely to be reassured and to withdraw complaints when a thoughtful and professional process underlying the selections can be shown. Such policies also may prevent the rare case of a genuinely unsuitable book. Review boards which give the public a chance to have their objections heard and satisfied often serve as useful public relations devices, reassuring the community while supporting the choices made by the professional staff. Policies and procedures for the selection of teaching materials are important enough to be a condition of employment which should be considered in negotiating contracts.

Strategies for teaching literature also seem in need of considerable improvement. It is ironic that some 40 percent of the objections reported in the present study came from presumably well-educated staff members; and there is considerable evidence that many of the external critics are also not infrequently college graduates. Too many people pass through even the college curriculum without learning to read literature with pleasure, regarding it always as a threat or challenge to be guarded against with care. Unfortunately, a great deal of the present teaching of literature gives the student no awareness of the basic "power of great literature to illuminate human experience and to give inexhaustible pleasure."[16] In fact, some teachers

seem to think if students get pleasure from a book, another should be selected.

One major problem is implied in Frye's "esthetic censorship."[17] Teachers assume that the only books worthy of their attention are the mature and sophisticated selections which appeal to their own tastes, developed in a lifetime of reading. They forget that they themselves began with simpler, perhaps less worthwhile selections, as G. Robert Carlsen's studies[18] have shown. Too often the teacher of literature expects the student to react with adult tastes, an expectation which leads frequently to an intense dislike for literature and reading. Such esthetic censorship errs in that it confuses immediate and ultimate goals. Granted that we hope to inculcate the ability and desire to read and appreciate whatever great works of literature the adult pleases, the best intermediate step may be to teach the pleasure books give. From selections easily within the young reader's grasp it is possible to move gradually toward the greater books that lie beyond.

The provision of a range of potentially interesting materials from which the student may choose has long been recognized as one of the best ways to develop lifetime habits of reading, as well as superior reading skills. Most recently, the results of such an approach have been reported by Daniel N. Fader and Morton H. Shaevitz,[19] who were surprisingly effective with a group of teenage boys in a Michigan reform school. As a result of their efforts, developed empirically without apparent awareness of the earlier work of others along

these lines, their students came to read an average of more than two books apiece per week. It seems likely that such methods of guided individual reading would work equally well in most high schools in this country.

The book selection practices of teachers and librarians have an important role in any strategy for the teaching of literature. The Fader-Shaevitz experiment resulted in a list of 500 titles which were of interest to students; only a very few of these were published before 1900, and many are somewhat controversial. Yet there is no question that teachers are able to handle such materials effectively in their classrooms, without raising undue problems or losing control of the class. When parents feel confidence in the fairness and good judgment of teachers, there is little likelihood of serious attack.

One tactic of considerable value is to give an alternative assignment to the student who refuses to read a book on the grounds of conscience. While the teacher may feel that the student is wrong in his judgment, little is to be gained by overriding the conscience of a protestor, as long as his objections do not limit the freedom of other students. It should go without saying that academic freedom extends to the student as well as the teacher, and that the student must be able to dissent freely in the classroom from the dominant point of view.

It is also important that teachers and librarians use publicity wisely and effectively in protecting their professional freedom. The majority of Americans are sympathetic supporters of the schools and want to keep them free of partisan pressures;

they have the best interests of the students always in mind. But the teacher must act to obtain the support of the community for the selection and use of good books; he must demonstrate that the materials he uses are in fact in the students' best interests. Some have suggested that the best tactic is one that works quietly, and in some circumstances a quiet appeal to the right person will be effective. On the whole, however, quietness and secrecy have worked for the removal of books; reasoned public debate has been on the side of the teacher.

Publicity may indeed be one of the best weapons for maintaining a climate of freedom for book selection. Newspapers tend to be interested in freedom from censorship, and will usually support teachers. National organizations will come to the defense of professional freedom: the NEA Commission on Professional Rights and Responsibilities, the American Federation of Teachers, the Intellectual Freedom Committee of the American Library Association, and the American Civil Liberties Union, among many others, are willing to provide information and help to the teacher or librarian faced with pressures for censorship.

Unfortunately the groups who distrust schools and favor censorship are also nationally organized. They are able to suggest legislation in many states simultaneously, for example, and to publish and distribute widely lists of "unacceptable" books. In part to combat such pressures, NCTE has suggested that its affiliates organize in every state a permanent book selection and censorship committee to take the initiative in educating teachers and society in the use of books. Working

with the state ALA Intellectual Freedom committees and other interested groups, such organizations can provide continuing surveillance of conditions in each state, act as resource persons to testify, if necessary, before the legislature, provide materials, and act as a source of aid and comfort to those under attack.

If schools are to have available the best and most relevant materials for use with their students, teachers and librarians must be far more vocal in asserting the need for academic freedom, and far more aggressive in defending it. The freedom to read is at the very heart of intellectual life, and in its defense we need, in Dylan Thomas' words, to: "Rage, rage, against the dying of the light."

Appendix A: The Questionnaire

Form B*

Questionnaire on Problems of Book Use and Book Selection

Sponsored By

National Council of Teachers of English - American Association of School Librarians

School Name_____ Street Address_____
City_____ State_____
(Although you are asked to identify your school, no material from this questionnaire will be attributed to particular schools)

1. What is the enrollment in your school? (Check one)

( ) 0-299

( ) 300-599

( ) 600-999

( ) 1,000-1,499

( ) 1,500-up

2. What grades are included in your school?

( ) 1-12

( ) 7-12

( ) 9-12

( ) 10-12

( ) Other (Specify) _____

3. Is the area served by your school?

( ) Metropolitan (250,000)

( ) Suburban (peripheral to a metropolitan area)

( ) Urban (above 10,000 in population)

( ) Rural (10,000 or below in population)

*Form A was addressed to librarians and had appropriate language in question 4.

4. Have you or teachers in your department, since September 1, 1964, and the present, had objections to a book or book title you are using?

( ) Yes

( ) No

5. If your answer to question 4 was yes, please list below each of those books about which objections have been raised:

Book 1: Author _____ Title _____

Book 2: Author _____ Title _____

Book 3: Author _____ Title _____

Book 4: Author _____ Title _____

Book 5: Author _____ Title _____

6. What action did the objector ask for:

Book 1:	Book 2:	Book 3:	Book 4:	Book 5:	
___	___	___	___	___	Remove from classroom use
___	___	___	___	___	Remove title from recommended list
___	___	___	___	___	Remove from library
___	___	___	___	___	Place on closed shelf

7. Who raised the original objection to the book or books?

Book 1:	Book 2:	Book 3:	Book 4:	Book 5:	
___	___	___	___	___	parent
___	___	___	___	___	clergyman
___	___	___	___	___	student
___	___	___	___	___	newspaper reporter or editor
___	___	___	___	___	school librarian
___	___	___	___	___	another teacher
___	___	___	___	___	English department chairman
___	___	___	___	___	principal, other school administrator
___	___	___	___	___	member of the Board of Education
___	___	___	___	___	local organization (which?_____)
___	___	___	___	___	national organization (which?_____)
___	___	___	___	___	other (specify)_____

8. What reason was given for the objection? Please quote if possible.

Book 1: _____

_____

_____

_____

Book 2: _____

_____

_____

_____

Book 3: _____

_____

_____

_____

Book 4: _____

_____

_____

_____

Book 5: _____

_____

_____

_____

9. Indicate below whether the objector claimed to have read the book or books.

Book 1	Book 2	Book 3	Book 4	Book 5
( ) Yes	( ) Yes	( ) Yes	( ) Yes	( ) Yes
( ) No	( ) No	( ) No	( ) No	( ) No

10. What disposition was made of the case?

Book 1	Book 2	Book 3	Book 4	Book 5	
( )	( )	( )	( )	( )	Request denied
( )	( )	( )	( )	( )	Book removed from classroom use
( )	( )	( )	( )	( )	Book removed from recommended list
( )	( )	( )	( )	( )	Book placed on closed shelf
( )	( )	( )	( )	( )	Book removed from library
( )	( )	( )	( )	( )	Other--Please describe

_____

_____

_____

11. On what administrative level was the decision made in regard to the cases cited above?

Book 1	Book 2	Book 3	Book 4	Book 5	
( )	( )	( )	( )	( )	Teacher
( )	( )	( )	( )	( )	Department Chairman
( )	( )	( )	( )	( )	Librarian
( )	( )	( )	( )	( )	Principal
( )	( )	( )	( )	( )	Assistant Superintendent
( )	( )	( )	( )	( )	Superintendent
( )	( )	( )	( )	( )	School Board
( )	( )	( )	( )	( )	Other--Please describe

_____

_____

_____

12. Were you asked to remove a magazine from the library between September 1, 1964, and the present?

( ) Yes

( ) No

13. Or place the magazine on a restricted shelf?

( ) Yes

( ) No

14. Who raised the original objection to the magazine or magazines?

Magazine 1:	Magazine 2:	Magazine 3:	
___	___	___	parent
___	___	___	clergyman
___	___	___	student
___	___	___	newspaper reporter or editor
___	___	___	school librarian
___	___	___	another teacher
___	___	___	English department chairman
___	___	___	principal, other school administrator
___	___	___	member of the Board of Education
___	___	___	local organization (which?_____)
___	___	___	national organization (which?_____)
___	___	___	other (specify)_____

15. If you answered question 11 or 12 with "yes" please list the title below:

Magazine 1:_____

Magazine 2:_____

Magazine 3:_____

16. What action did the objector ask for?

Magazine 1	Magazine 2	Magazine 3	
_____	_____	_____	Cease subscribing to the magazine
_____	_____	_____	Place magazine on a restricted shelf

17. What disposition was made of the case?

Magazine 1	Magazine 2	Magazine 3	
( )	( )	( )	Request denied
( )	( )	( )	Subscription ended
( )	( )	( )	Magazine placed on closed shelf
( )	( )	( )	Other, please describe below:

_____

_____

18. On what administrative level was the decision made in regard to the cases cited above?

Magazine 1	Magazine 2	Magazine 3	
( )	( )	( )	Teacher
( )	( )	( )	Department Chairman

Magazine 1	Magazine 2	Magazine 3	
( )	( )	( )	Librarian
( )	( )	( )	Principal
( )	( )	( )	Assistant Superintendent
( )	( )	( )	Superintendent
( )	( )	( )	School Board

19. Does your school system have a planned procedure for dealing with objections to the use of books or magazines?

( ) Yes

( ) No

20. If your school system has no planned procedure for dealing with objections to the use of books or magazines, does your school have one?

( ) Yes

( ) No

21. If your answer to 20 or 21 is "yes"please describe the procedures. _____

_____

_____

_____

22. Please write on the back of this sheet a brief description of any incident which may have occurred in your school when you, or members of your department, were asked to remove a book or magazine. Please indicate the effect the occurrence had on the school(s). Were any personal issues involved in addition to the books and magazines? Was the school board involved? If so, what was its attitude?

23. Indicate by checking in the column to the left of each title which of the following books are in your school library. The lists are somewhat arbitrary, intended to discover the range of books in the school library. Neither of the sponsoring organizations suggests that all of these books should be on the school library shelves.

List A

____1. Agee and Evans, Let Us Now Praise Famous Men
____2. Beck, Final Score
____3. Bible, The
____4. Burdick and Wheeler, Fail-safe
____5. Catto, The Devil at Four O'clock
____6. Chaucer, The Canterbury Tales
____7. Cheever, The Wapshot Chronicle
____8. Clark, The Ox-Bow Incident
____9. Costain, The Silver Chalice

List B

____1. Agee, A Death in the Family
____2. Austen, Pride and Prejudice
____3. Bronte, Jane Eyre
____4. Bronte, Wuthering Heights
____5. Buck, The Good Earth
____6. Bunyan, Pilgrim's Progress
____7. Burdick and Lederer, The Ugly American
____8. Butler, The Way of All Flesh
____9. Camus, The Stranger

List A

___10. Dreiser, Sister Carrie
___11. Felsen, Two and the Town
___12. Frank, The Diary of a Young Girl
___13. Guthrie, The Big Sky
___14. Hardy, Jude the Obscure
___15. Heggen, Mister Roberts
___16. Hemingway, A Farewell to Arms
___17. Hemingway, For Whom the Bell Tolls
___18. Hersey, A Bell for Adano
___19. Hersey, The Child Buyer
___20. Hoover, Masters of Deceit
___21. Hugo, The Hunchback of Notre Dame
___22. Hunter, The Blackboard Jungle
___23. Jones, The Thin Red Line
___24. Kantor, Andersonville
___25. Knepp, Human Reproductive System
___26. Lawrence, Lady Chatterly's Lover
___27. Lewis, The Children of Sanchez
___28. Lewis, Elmer Gantry
___29. Lewis, Main Street
___30. Linscott, The Best American Humorous Short Stories
___31. McCann, Delinquency: Sickness or Sin?
___32. Masters, Fandango Rock
___33. Michener, Hawaii
___34. Monsarrat, The Cruel Sea
___35. Monsarrat, The Tribe that Lost Its Head
___36. Paton, Too Late the Phalarope
___37. Patrick, Auntie Mame
___38. Pattison, The First Sip of Wine
___39. Remarque, A Time to Love and A Time to Die
___40. Richter, The Town
___41. Rose, Peppercorn Days
___42. Ruark, Something of Value
___43. Shaw, Androcles and the Lion
___44. Shulman, Barefoot Boy with Cheek
___45. Shultz, Letters to Jane
___46. Shute, On The Beach
___47. Smith, A Tree Grows in Brooklyn
___48. Steinbeck, Of Mice and Men
___49. Steinbeck, The Pearl
___50. Steinbeck, The Wayward Bus
___51. Tregaskis, Invasion Diary
___52. Warren, All the King's Men
___53. Waugh, A Handful of Dust
___54. Wentworth and Flexner, Dictionary of American Slang
___55. Wright, Native Son

List B

___10. Conrad, The Heart of Darkness
___11. Dickens, A Tale of Two Cities
___12. Dostoevski, Brothers Karamazov
___13. Dostoevski, Crime and Punishment
___14. Dreiser, An American Tragedy
___15. Drury, Advise and Consent
___16. Faulkner, The Sound and the Fury
___17. Galsworthy, The Forsyte Sage
___18. Golding, Lord of the Flies
___19. Hardy, The Return of the Native
___20. Hawthorne, The Scarlet Letter
___21. Hemingway, The Old Man and the Sea
___22. Hersey, The Wall
___23. Hugo, Les Miserables
___24. Huxley, Brave New World
___25. Joyce, A Portrait of the Artist as a Young Man
___26. Lee, To Kill a Mockingbird
___27. Lewis, Babbitt
___28. Mann, The Magic Mountain
___29. Maugham, Of Human Bondage
___30. Maugham, The Razor's Edge
___31. Melville, Moby Dick
___32. Mitchell, Gone with the Wind
___33. Orwell, Animal Farm
___34. Orwell, Nineteen Eighty-Four
___35. Pasternak, Doctor Zhivago
___36. Paton, Cry, the Beloved Country
___37. Rand, Atlas Shrugged
___38. Rand, The Fountainhead
___39. Salinger, The Catcher in the Rye
___40. Salinger, Franny and Zooey
___41. Steinbeck, The Grapes of Wrath
___42. Thackeray, Vanity Fair
___43. Tolstoi, Anna Karenina
___44. Tolstoi, War and Peace
___45. Uris, Exodus
___46. Wallace, Ben-Hur
___47. White, The Once and FutureKing
___48. Wolfe, Look Homeward, Angel
___49. Wolfe, You Can't Go Home Again
___50. Wylie, Generation of Vipers

Appendix B: Books Available in School Libraries

Title	No. of all libraries reporting title n=608	Percent of libraries reporting title	Percent of junior high libraries (grades 7-9) reporting title n=126
List A: Controversial Books			
The Bible	516	85	79
Frank, Diary of a Young Girl	510	84	90
Chaucer, Canterbury Tales	438	72	45
Hugo, The Hunchback of Notre Dame	431	71	52
Hoover, Masters of Deceit	404	66	59
Lewis, Main Street	378	62	24
Steinbeck, The Pearl	356	59	41
Costain, The Silver Chalice	290	48	48
Guthrie, The Big Sky	271	45	33
Hemingway, A Farewell to Arms	265	44	9
Smith, A Tree Grows in Brooklyn	265	44	16
Clark, The Ox-Bow Incident	257	42	19
Michener, Hawaii	242	40	13
Monsarrat, The Cruel Sea	232	38	15
Burdick and Wheeler, Fail-safe	231	38	19
Shute, On the Beach	225	37	21
Kantor, Andersonville	196	32	8
Steinbeck, Of Mice and Men	195	32	5
Hersey, A Bell for Adano	142	23	33
Shaw, Androcles and the Lion	137	23	6
Warren, All the King's Men	133	22	2
Dreiser, Sister Carrie	113	19	0.8
Heggen, Mister Roberts	105	17	6
Linscott, The Best American Humorous Short Stories	105	17	15
Hemingway, For Whom the Bell Tolls	102	16	10
Richter, The Town	95	16	5
Hardy, Jude the Obscure	85	14	0.8
Lewis, Elmer Gantry	72	13	0.8
Paton, Too Late the Phalarope	65	12	2
Shultz, Letters to Jane	63	12	7
Wright, Native Son	56	11	2
Hersey, The Child Buyer	53	9	2

Felson, Two and the Town	51	8	6
Wentworth and Flesner, Dictionary of American Slang	46	7	4
Patrick, Auntie Mame	45	7	2
Remarque, A Time to Love and a Time to Die	42	7	0.8
Tregaskis, Invasion Diary	41	7	2
Cheever, The Wapshot Chronicle	34	6	0.9
Steinbeck, Wayward Bus	26	5	0.8
Ruark, Something of Value	27	4	0.0
Hunter, The Blackboard Jungle	24	4	0.0
Monsarrat, The Tribe that Lost Its Head	23	4	0.0
Jones, The Thin Red Line	17	3	2
Shulman, Barefoot Boy with Cheek	16	3	2
Agee and Evans, Let Us Now Praise Famous Men	13	2	0.0
Knepp, Human Reproductive System	10	2	2
Catto, The Devil at Four O'clock	9	1	2
McCann, Delinquency: Sickness or Sin?	7	1	0.0
Waugh, A Handful of Dust	6	0.9	0.0
Lewis, The Children of Sanchez	4	0.6	0.0
Masters, Fandango Rock	4	0.6	0.0
Lawrence, Lady Chatterly's Lover	2	0.3	0.0
Rose, Peppercorn Days	2	0.3	0.0
Beck, Final Score	1	0.1	0.0
Pattison, The First Sip of Wine	0	0.0	0.0

List B: Significant Books

Dickens, A Tale of Two Cities	577	95	97
Bronte, Jane Eyre	572	94	93
Bronte, Wuthering Heights	537	88	86
Austen, Pride and Prejudice	536	88	84
Wallace, Ben-Hur	510	84	61
Bunyan, Pilgrim's Progress	492	81	75
Buck, The Good Earth	490	80	62
Hemingway, The Old Man and the Sea	488	80	71
Hugo, Les Miserables	467	77	65
Mitchell, Gone With the Wind	459	75	58
Thackeray, Vanity Fair	389	64	33
Orwell, Animal Farm	383	63	44
Paton, Cry, The Beloved Country	367	60	39
Melville, Moby Dick	354	58	87

Steinbeck, The Grapes of Wrath	344	56	6
Burdick and Lederer, The Ugly American	333	55	29
Tolstoi, War and Peace	329	54	20
Maugham, Of Human Bondage	325	53	7
Lewis, Babbitt	317	52	10
Tolstoi, Anna Karenina	303	50	11
Dostoevski, Crime and Punishment	302	50	11
Lee, To Kill a Mockingbird	301	49	43
Hardy, The Return of the Native	298	49	25
Uris, Exodus	293	48	26
Galsworthy, The Forsyte Saga	288	47	10
Hawthorne, The Scarlet Letter	280	46	56
Dostoevski, The Brothers Karamazov	276	45	13
Orwell, Nineteen Eighty-Four	260	43	17
Pasternak, Doctor Zhivago	250	41	10
Drury, Advise and Consent	248	40	10
Golding, Lord of the Flies	232	38	16
Wolfe, Look Homeward Angel	232	38	3
Butler, The Way of All Flesh	221	36	8
Dreiser, An American Tragedy	214	35	6
Huxley, Brave New World	205	34	5
Agee, A Death in the Family	153	25	6
Faulkner, The Sound and the Fury	145	24	2
Salinger, The Catcher in the Rye	130	21	2
White, The Once and Future King	127	20	10
Conrad, The Heart of Darkness	119	20	3
Maugham, The Razor's Edge	114	19	0.8
Salinger, Franny and Zooey	114	19	0.0
Wolfe, You Can't Go Home Again	109	18	2
Mann, The Magic Mountain	99	16	2
Hersey, The Wall	88	14	7
Joyce, Portrait of the Artist as a Young Man	85	14	2
Camus, The Stranger	60	10	0.8
Rand, The Fountainhead	44	7	0.0
Rand, Atlas Shrugged	27	4	0.8
Wylie, Generation of Vipers	15	2	0.0

Appendix C: Geographic Distribution of Returned Questionnaires

	Total Responses	Affirmative Question 4	Affirmative Question 12	%Affirmative Question 4	%Affirmative Question 12
THE NORTHEAST					
Connecticut	7	2	0		
Delaware	0	0	0		
Maine	5	0	0		
Maryland	7	2	0		
Massachusetts	25	9	1		
New Hampshire	3	0	1		
New Jersey	11	4	0		
New York	33	8	2		
Pennsylvania	34	5	1		
Rhode Island	2	1	0		
Vermont	0	0	0		
TOTAL	127	31	5	24.4%	3.9%
THE MIDWEST					
Arkansas	17	4	1		
Illinois	54	12	8		
Indiana	12	2	0		
Iowa	31	7	3		
Michigan	23	1	1		
Minnesota	16	3	2		
Missouri	9	1	0		
Ohio	19	5	1		
Wisconsin	23	7	0		
TOTAL	204	42	16	20.5%	7.8%
THE SOUTH					
Alabama	15	0	0		
Florida	8	4	0		
Georgia	13	1	0		
Kentucky	6	1	0		
Louisiana	7	1	1		
Mississippi	4	0	1		
North Carolina	16	4	2		
South Carolina	6	3	1		
Tennessee	12	2	0		

	Total Responses	Affirmative Question 4	Affirmative Question 12	%Affirmative Question 4	%Affirmative Question 12
Texas	46	9	5		
Virginia	10	0	0		
West Virginia	7	1	0		
TOTAL	150	26	10	17.3%	6.6%
THE GREAT PLAINS					
Kansas	15	6	1		
Nebraska	11	0	0		
North Dakota	9	3	1		
Oklahoma	8	1	0		
South Dakota	5	1	0		
TOTAL	48	11	2	22.9%	4.1%
THE NORTHWEST					
Idaho	9	1	0		
Montana	4	0	0		
Oregon	10	3	1		
Washington	13	2	1		
Wyoming	2	0	0		
TOTAL	38	6	2	15.3%	5.0%
THE SOUTHWEST					
Arizona	0	0	0		
California	9	1	0		
Colorado	12	2	0		
Nevada	1	0	0		
New Mexico	6	1	0		
Utah	4	0	0		
TOTAL	32	4	0		
THE NEW STATES					
Alaska	0	0	0		
Hawaii	1	0	0		
TOTAL	1	0	0	0%	0%

Appendix D: Summary of Objections to Books and Magazines

Key: Abbreviations for Standard Reference Works
Summary of Objections to Books
Summary of Objections to Magazines

KEY: ABBREVIATIONS FOR STANDARD REFERENCE WORKS

Alesco-- 3600 Books for Secondary School Libraries, American Library and Educational Service Company, 1966. (Note: Alesco lists books recommended in other sources, which will be given below.)

AWB-- Adventuring With Books. National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois, 1960.

BB-- Book Bait, Compiled for the Association of Young People's Librarians and edited by the Elinor Walker, Carnegie Library of Pittsburgh, American Library Association, 1957.

BBCHS-- Basic Book Collection for High Schools, 7th ed. American Library Association, Chicago, 1963.

BBCJHS-- Basic Book Collection for Junior High Schools, 3rd ed. American Library Association, Chicago, 1960.

BFY-- Books For You, National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois, 1964.

BL-- Booklist and Subscription Books Bulletin--A guide to current books, American Library Association, issued semi-monthly.

BS-- Best Sellers, The Semi-Monthly Book Review, Published by University of Scranton, Scranton, Pennsylvania.
I Suitable for general reading
II Adults only because of
A. Advanced Content and Style
B. Immoral language or incidents
III Permissible for discriminating adults

CC-- Children's Catalog of 3300 Books for Public and School Libraries, H. W. Wilson Co., 1961.

CI-- Check It, Michigan Unit Catholic Library Association, Detroit, Michigan, 1961, and its supplement, 1964.
S Suitable for all readers,
A For Adults,
M For mature readers.

CLB-- Booklist for the Catholic Library Association.
Alesco lists CLB as one of its sources.

DMR-- Doors To More Mature Reading, compiled by the Young Adult Services Division for American Library Association, 1964.

GCR-- A Guide to Catholic Reading, Jack F. Bernard & John J. Delaney, New York, Doubleday, 1966.

GR-- Good Reading, J. Sherwood Weber, ed. Prepared by the Committee on College Reading. College English Association, Mentor Books, 1964.

GRB-- Gateways to Readable Books, H. W. Wilson, New York, 1958.

IS-- 3000 Books for Secondary School Libraries, Library Committee of the Independent Schools and Education Board and Annual Junior-Senior Book Lists. Alesco lists as a source.

JHSLC-- Junior High School Library Catalog, First ed. New York, H. W. Wilson, Co., 1965, and its supplement, 1966.

LJ-- Best Books for Children, Compiled in the offices of Library Journal by Patrick H. Allen, R. R. Bowker Company, New York, 1965.

Newbery Medal Award Winner--The John Newbery Medal, established and endowed by Frederic G. Melcher, was first awarded in 1922. It is presented annually by the Children's Services Division of the American Library Association Conference for "the most distinguished contribution to American literature for children, written during the last year." The medal is named in honor of the famous London bookseller and publisher of the 18th century.

NYT-- Books for the Teen Age, New York Public Library. Alesco lists this as one of its sources.

PL-- Standard Catalog for Public Libraries, 4th ed. 1958, and its supplements, 59, 60, 61, 62. New York, H. W. Wilson, Co.

PR-- Patterns in Reading, 2nd ed. by Jean Carolyn Roos, an annotated book list for young adults, American Library Association, Chicago, 1961.

RLHR-- Reading Ladders for Human Relations, American Council on Education, 1963.
M For mature readers

SCHSL-- Standard Catalog for High School Libraries,
\# its supplements, 63, 64, 65, 66. H. W. Wilson Co. 1962
s for senior readers
j for junior readers
* highly recommended
⁂ most highly recommended

TBG-- To Bridge the Gap, an annotated list of 250 titles recommended for early teen readers, compiled by Kathryn S. Wilkins, Librarian, South Junior High School, Great Neck, New York, 1961.

TN-- Top of the News, Two reprints from November 1966 issue, "The Right Size," by G. Robert Carlsen, and "The Junior High Reader" by Ruth G. Rausen, American Library Association, Chicago.

YR-- Your Reading, A list for Junior High School, National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois, 1966.

SUMMARY OF O

Title & Author	No. of Objections	Objection Alleged	Object
Advice to Boys on Marriage Duprey/sic/ Not listed in Cumulative Book Index	1	Too frank or revealing	Principa
The Age of Reason Thomas Paine	1	Anti-religious statement	Clergyma
An American Tragedy Theodore Dreiser	1	Too much sex	Parent
Andersonville Mackinlay Kantor	4	Not "fit" for students	Parent
		Potential Problems	Librari
		Language	Parent
			Librari
Animal Farm George Orwell	2	Sex and vulgarity	Parents
		Heard things about it	Principa

BJECTIONS TO BOOKS

or	Result	Book Recommended In	Percent of 608 schools reporting this book in their library
l	Removal		
n	Request denied	GR	
	Closed shelf	RLHR-for mature readers;GR;sSCHSL; CI-M;BBCHS;BL;DMR	36%
	Removal	*sSCHSL#-64;*BFY;	32%
n	Closed shelf	CI-M	
n	Reserved Closed shelf		
	No action	BBCHS;*BFY;GR;DMR;	63%
l	Returned	LJ;**sSCHSL;CI-S;BL; Alesco;IS	

Title & Author	No. of Objections	Objection Alleged	Objector
Babbit Sinclair Lewis	1	_____	Librarian
Battle Cry Leon Uris	1	_____	Superintendent
Before You Marry Sylvanus M. Duvall	1	_____	_____
A Bell for Adano John Hersey	4	_____ Objectionable sentence Gross language	_____ Parent Librarian Librarian
Ben Bryan: Morgan Rifleman John Brick*	1	Bad Language	Parent
Better Home and Gardens Family Medical Guide Donald G. Cooley, ed.	1	_____	_____

*This item was described in the questionnaire as occur

Result	Book Recommended In	Percent of 608 schools reporting this book in their library
Closed shelf	BBCHS;*BFY;*sSCHSL	52%
Removal		
Reserved	sSCHSL;BB;BBCHS; BL-60	
Not ordered	CI-M;AWB;PR;RLHR;	23%
Removal Request denied Closed shelf	LJ;*sSCHSL;DMR;GR; BBCHS	
Destroyed		
Restricted		

ring before the period of time covered by the questionnaire.

Title & Author	No. of Objections	Objection Alleged	Objector
The Big Sky Alfred B. Guthrie, Jr.	1	_____	Superintendent
The Big Sleep Raymond Chandler	1	Brutality and abnormality of characters	Parent
Black Boy Richard Wright	2	Unsuitable for high school students	Librarian Principal
Black Like Me John H. Griffin	7	Heard reports Obscene language Filthy, integration centered Vulgar "Dirty book" Unsuitable for age level _____	Principal Parent Parent Principal Parent Parent Parents
Blood-and-Guts Patton Jack Pearl	1	Language, scenes	Parent

63-

	Result	Book Recommended In	Percent of 608 schools reporting this book in their library
n-	Removal	CI-M;RLHR;GR;*BFY; *SCHSL;TBG;PR;BBCHS	45%
	Closed shelf		
	Removal	GR	
	Removal Closed shelf	sSCHSL#63;TN	
	Request denied		
	Closed shelf Request denied Not recommended		
	Removal		
	Not reordered		

Title & Author	No. of Objections	Objection Alleged	Objector
James Bond book Ian Fleming	1	Influence on young children	Parent
The Boy Upstairs Anna Warnlof	1		
Brave New World Aldous Huxley	3		
		Too frequent sex passages	Parent
		Objected to test tube babies	Parent
Calories Don't Count Herman Taller	2	Not medically accurate	Librarian Teacher
Canterbury Tales Geoffrey Chaucer	1	Risque language in some tales	Principal
The Catcher in the Rye J. D. Salinger	36	Not necessary for students to read this type of literature	Librarian
		Unsuitable	Principal
		Lack of plot	Teacher

Result	Book Recommended In	Percent of 608 schools reporting this book in their library
Not sold		
Closed shelf Request denied	DMR;GR;CI-A	34%
Closed shelf		
Removal		
Request denied	RLHR;GCR;BS-IIb;GR; *sSCHSL;BFY;PR;BBCHS; JHSLC;JHSLC#-66	72%
Not recommended	SCHSL;*BFY;GR;CI-M; TN;RLHR-Read first before you recommend	21%
Removal Closed shelf		

Title & Author	No. of Objections	Objection Alleged	Objecto
		Too sophisticated	Parent
		Gross, shocking, etc.	Parent
			Librarian
			Teacher
		Not socially significant	Librarian
		Vulgarity in profusion throughout the book	Parent
		Bad influence	Parent
		Language	Parent
China: the Country Americans are not Allowed to Know Felix Greene	1	Shows communist country in favorable light	Principal
Come Back, Little Sheba William Inge	1	Naughty language	Parent
Communism: an American's View Gerald W. Johnson	1	Thought certain parent would object	Teacher

r	Result	Book Recommended In	Percent of 608 schools reporting this book in their library
	Request denied		
	Not recommended		
	Closed shelf		
	Removal		
	Request denied		
	Request denied		
	Not purchased		
	Request denied	*SCHSL;PL#59	
	Request denied		

Title & Author	No. of Objections	Objection Alleged	Object
Cowboy Songs, and Other Frontier Ballads John A. Lomax	2	Words "hell" and "damn" Suggestive songs	Parent Principa
Cow People J. Frank Dobie	1	Vulgar language, profanity	Parent
Dawn Eliezer Wiesel	1	Suggestive words	Teacher
The Diary of a Young Girl Anne Frank	1	E. Roosevelt's prejudiced introduction	Parent
Dictionary of American Slang Harold Wentworth & Stuart Flexner	2	Objectionable words listed _____*	Principa _____
Dorp /sic/ Dead Julia Cunningham	1	Would frighten children	Teacher
Drums James Boyd	1	_____	Parent

*This item was described in the questionnaire as occ

or	Result	Book Recommended In	Percent of 608 schools reporting this book in their library
	Removal	*SCHSL;BFY;GR	
1			
	Removal		
	Closed shelf	CI-A-64;BL-61	
	Request denied	BB;Alesco;BL;AWB; *SCHSL;BFY;TBG;GR; LJ;IS;LMR;RLHR;YR; GRB;PR;TN;PL-#-59 BBCHS	84%
1	Removal		7%
_	Restricted		
	Removal		
	Request denied	*SCHSL;BBCHS;LJ; JHSIC	

urring before the period of time covered by the questionnaire.

Title & Author	No. of Objections	Objection Alleged	Objector
Exodus Leon Uris	2	Unapproved by church Unsuitable	Parent Parent
The Explorer Frances P. Keyes	1	Unsuitable	Teacher
The Far Side of Home Maggie Davis	1	Reference to sex	Parent
The Feather Merchants Max Shulman	1	Too much sex	Teacher
The Final Diagnosis Arthur Hailey	1	Sex passages	Parent
The Fire Next Time James Baldwin	1	Too controversial	Principal
The First People in the World Gerald Ames & Rose Wyler	1	Dealt more with theory of evolution than divine creation	Parent
For Whom the Bell Tolls Ernest Hemingway	1	"dirty book"	Student

Result	Book Recommended In	Percent of 608 schools reporting this book in their library
Request denied	‡sSCHSL;RLHR;TN;LJ;	48%
Request denied	DMR;PR;CI-M;Alesco; BL	
Closed shelf		
Removal	CI-M-64	
Removal		
Closed shelf	CI-M	
Removal	LJ	
Removal		
Request denied	CI-M;GR	16%

Title & Author	No. of Objections	Objection Alleged	Objecto
Franny and Zooey J. D. Salinger	2	Characters too concerned with sex	Parent
		Too sophisticated	
		Too frank or revealing	Principal
Gidget Frederick Kohner	1	Rough language	Parent
Glory Road Robert Heinlein	2	Too much discussion of sex	Parent
		Unsuitable language	Parent
God's Little Acre Erskine Caldwell	1	Language too "raw"	Principal
Gone With the Wind Margaret Mitchell	4	Could be misunderstood	Teacher
		_____	Parent
		_____	Parent
		_____	Librarian
Junior Miss Sally Benson*	1	Father swore in story	Parent

*This item was described in the questionnaire as occ

r	Result	Book Recommended In	Percent of 608 schools reporting this book in their library
	Request denied	sSCHSL-64;PL;CI-A; BL-62;Alesco;IS;LJ	19%
	Removal		
	Removal	CI-A	
	Removal		
	Removal		
	Removal	GR	
	Closed shelf	BBCHS;SCHSL;PR;DMR;	5%
	No action Closed shelf	BB;GR;*BFY;LJ;TN;BL; CI-M;Alesco;IS	
	Temp. removal	CI-S;BFY;YR;*SCHSL	

urring before the period of time covered by the questionnaire.

Title & Author	No. of Objections	Objection Alleged	Objector
A Kid Nobody Wants Robert Kost	1	Described seduction of teacher by one of her students	Teacher
Lady Chatterly's Lover D. H. Lawrence	1	_____	_____
The Lonely Girl Edna O'Brien	1	Language and too vivid sexual descriptions	Student
Lord of the Flies William Golding	5	Added nothing to curriculum	Parent
		Too frank or revealing	Principal
		Too suggestive	Parent
		Too savage for Junior High School	Teacher
		Undue violence	Teacher

Result	Book Recommended In	Percent of 608 schools reporting this book in their library
Removal		
Not ordered		.3%
Removal	CI-M;BL-62	
Closed shelf	sSCHSL⌀-63;LJ;BL; CI-M;TN	38%
Removal		
Request denied Closed shelf		
Closed shelf		

Title & Author	No. of Objections	Objection Alleged	Objecto
Love and the Facts of Life Evelyn M. Duvall	5	"dirty" aspect of sex	Student Teacher English Chairman
		Students shouldn't have these facts	Parent
		Boys looked at pictures and snickered	Principa
Love and Marriage F. Alexander Magoun	1	_____	_____
Lust for Life Irving Stone	2	Obscene or risque	Libraria Teacher
Madame Bovary Gustave Flaubert	1	Too mature	Parent
Main Street Sinclair Lewis	1	_____	Libraria
Makers of the Red Revolution Olivia Coolidge	1	Shows communist in favorable light	Principa

or	Result	Book Recommended In	Percent of 608 schools reporting this book in their library
	Request denied	*sSCHSL#-64;LJ	
iept.			
	Request denied		
1	Closed shelf		
___	Available only to instructors		
n	Removal	GR;CI-M;sSCHSL#-63	
	Request denied	GR;RLHR-Mature readers	
n	Closed shelf	BBCHS;*BFY;‡sSCHSL	62%
1	Not purchased		

Title & Author	No. of Objections	Objection Alleged	Objector
The Marauders Charlton Ogburn	1	Swearing	Student
Matador Barnaby Conrad	1	Vulgar terms	Parent
Mila 18 Leon Uris	2	_____ _____	Parent Student
Moll Flanders Daniel DeFoe	2	"Dirty book," word "whore"	Parent Clergyman
The Mountain Road Theodore H. White	1	Shocking profanity	Parent
My Shadow Ran Fast Bill Sands	1	Objectionable chapter	Principal
Naked Came I David Weiss	1	Language and scenes too vivid and detailed	English dept. Chairman

Result	Book Recommended In	Percent of 608 schools reporting this book in their library
No action	CI-A;DMR;PR;PL#-59; BBCHS	
Removal	CI-M	
Request denied	sSCHSL#-63;CI-M-64; BL-61	
Request denied	GR;CI-M-61;SCHSL#-65	
Removal	CI-S;SCHSL;*BFY;PR; RLHR	
Removal		
Closed shelf	CI-M-64	

Title & Author	No. of Objections	Objection Alleged	Objector
*Native Son Richard Wright[FN]	1	_____	Parent
The Nigger of the Narcissus Joseph Conrad	1	Negro parent objected to word "nigger" in title	Parent
Nine Stories J. D. Salinger	1	_____	Parent
Nineteen Eighty-Four George Orwell	7	Moral issue	School board member
		Shows communism in a favorable light	Principal
		Socialistic state shows Utopia which is wrong	Parent
		Not suitable for high school students	Principal Librarian
		Too mature, undesirable passages	Parent
		Frank about love	Parent

*This item was described in the questionnaire as occu

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Result	Book Recommended In	Percent of 608 schools reporting this book in their library
Case dropped	GR	11%
Removal	CBG;GR;PR;*sSCHSL	
_____	GR;CI-M-64	
Not recommended	*sSCHSL;GR;DMR;LJ;	43%
Not purchased	IS;*BFY;BS;CI-M	
Request denied		
Removal		
Removal		
Closed shelf		

rring before the period of time covered by the questionnaire.

Title & Author	No. of Objections	Objection Alleged	Object
None Dare Call It Treason John A. Stormer	2	Too biased	Teacher Princip
Not as a Stranger Morton Thompson	2	_____ Unsuitable for school library	Parent Teacher
Of Mice and Men John Steinbeck	2	Bad language Objectionable language	Parent Parent
Of Time and The River Thomas Wolfe	1	Ugliness, loose morals	Teacher
The Old Man and the Sea Ernest Hemingway	1	_____	Librari
On the Beach Nevil Shute	1	_____	Librari
One Day in the Life of Ivan Denisovich Alexander Solzhenitsyn	1	"filth," not educational	Parent

tor	Result	Book Recommended In	Percent of 608 schools reporting this book in their library
l	Closed shelf		
	Removal	CI-M	
	Removal		
	Request denied	CI-M;*sSCHSL#-63	32%
	Request denied		
	Removal		
an	Closed shelf	BBCHS;BFY;*SCHSL	80%
an	Closed shelf	BFY;*sSCHSL	37%
	Request denied	CI-M-64	

Title & Author	No. of Objections	Objection Alleged	Objector
The Ordeal of Major Grigsby John Sherlock	2	Too "dirty"	Librarian Principal
The Ox-Bow Incident Walter Clark	2	Swear words	Local organization
		Too many obscene descriptions	Parent
Any paperback	1	Wants to control reading and encourage use of library	Principal
TAB paperbacks	1	"Suggestive" covers	Parent
Pemberton Ltd. Anthony Glyn	1	Ugliness, loose morals	Teacher
Poor No More Robert Ruark	1	_____	Superintendent
Prostitution and Society Dr. Fernando Henriques	1	Too adult for students	Parent

Result	Book Recommended In	Percent of 608 schools reporting this book in their library
Removal		
Request denied	GR;CI-A;BFY	42%
Request denied		
Confiscation		
No action		
Removal		
Removal		
Closed shelf		

Title & Author	No. of Objections	Objection Alleged	Objector
The Red Badge of Courage Stephen Crane	1	Profane language	Parent
The Red Pony John Steinbeck	1	Profanity	Parent
The Scarlet Letter Nathaniel Hawthorne	4	Available for Freshmen	Student
		Immoral	Parent
		Adultery	Parent
		Too frank or revealing	Principal
A Separate Peace John Knowles	2	Profane dialogue	Parent Clergyman
Ship of Fools Katherine Anne Porter	1	One big bedroom scene	Parent
The Silver Chalice Thomas B. Costain	1	_____	Librarian
"The Snows of Kilimanjaro" Ernest Hemingway	1	Profane language	Parent

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Result	Book Recommended In	Percent of 608 schools reporting this book in their library
Request denied	CI-S-64;Alesco;BL; BBCHS;SCHSL;LJ;GR; AWB;RLHR;BFY;PR;DMR	
Request denied	CL-S-64;PR;RLHR; SCHSL;Alesco	
No action	AWB;PR;BFY;GR;	46%
Request denied Request denied Not recommended	CI-S-64;BS-I;LJ; BL;BBCHS;*SCHSL; Alesco;IS	
Request denied	RLHR;BBCHS;BL-60; LJ;*sSCHSL#-64;TN; BS;IS;Alesco;CI-S CI-M-64;BL-62	
Closed shelf	BB;BBCHS;*BFY;*sSCHSL	48%
Removal	CI-A;BFY	

Title & Author	No. of Objections	Objection Alleged	Objector
Sons and Lovers D. H. Lawrence	1	Sexual references	Parent
The Story of Mankind Hendrick Van Loon	1	Shouldn't force theory of evolution on students	Teacher
The Stranger Albert Camus	3	"Trash" Cause incorrect thinking Too mature for students	Parent Librarian Teacher
Streetcorner Research Ralph Schwitzgebel	1	_____	Superintendent
Studs Lonigan James Farrell	3	Kids shouldn't be subjected to "filth" _____	Parent Clergyman Superintendent
The Sun Also Rises Ernest Hemingway	1	_____	Principal
A Tale of Two Cities Charles Dickens	1	Too difficult for low groups	Teacher

Result	Book Recommended In	Percent of 608 schools reporting this book in their library
Request denied	GR;RLHR	
Request denied	GR;Newbery Medal Award Winner, 1922	
Request denied Closed shelf	RLHR-mature readers;GR; *SCHSL#-66	10%
No action		
Removal		
Removal	GR	
Removal		
Removal	GR;CI-M	
Request denied	Alesco;BL;BBCHS;GRB; SCHSL;IS;LJ;JHSIC;AWB; PL;PR;BFY;BB;GR;BBCJHS	95%

Title & Author	No. of Objections	Objection Alleged	Objector	Result	Book Recommended In	Percent of 608 schools reporting this book in their library
Tales From the Cloud Walking Country Marie Campbell	1	Confused 9th grader about sex	Parent	Temporarily closed shelf		
The Tamarack Tree Howard Breslin	1	Obscene	Teacher	Closed shelf	CI-M	
Tap Roots James Street	1	Unsuitable for school library	Principal	Removal		
Teen Days Frances B. Strain	2	Caused students to become sexually aroused	Teacher	Request denied	*SCHSL	
		Explained reproductive system too frankly	Teacher	Closed shelf		
Ten North Frederick John O'Hara	1	_____	Superintendent	Removal		
The Thin Red Line James Jones	1	_____	_____	Not ordered		

Title & Author	No. of Objections	Objection Alleged	Objector	Result	Book Recommended In	Percent of 608 schools reporting this book in their library
This Crowded Planet Margaret O. Hyde	1	Objected to title	Teacher	Request denied	JHSLC;BL-62	
To Kill a Mockingbird Harper Lee	8	Immoral, obscene trash	Parent	Request denied	sSCHSL;BBCHS;CLB;	50%
		Unsuitable	Parent	Not recommended	CI-A;TN;LJ;AWB;DMR;	
		Objected to rape scene	Parent		NYT;RLHR;Alesco;	
			Student	Request denied	BS-IIA;JHSLC#-66-	
		Could be misunderstood	Teacher	Closed shelf	read before recommending	
		Sexual references	Parent	Request denied		
		Indecent, vulgar	Parent	Request denied		
		Rape and racial question	Parent	Request denied		
Too Late the Phalarope Alan Paton	1	_____	Superintendent	Removal	CI-M;CBG;BL;BS; Alesco	12%
The Town Conrad Richter	1	_____	Librarian	Closed shelf	BBCHS;*BFY;SCHSL	14%
Two and the Town Henry Felsen	1	Children don't need to know about this subject	Board of Education	Removal	RLHR;BFY	8%

Title & Author	No. of Objections	Objection Alleged	Objector	Result	Book Recommended In	Percent of 608 schools reporting this book in their library
Two and Twenty: A Collection of Short Stories Ralph Singleton, ed.	1	Objectionable reference to Negro race	Parent	Request denied	BL-62	
The Ugly American Eugene Burdick & William Lederer	3	Filthy language and references to sex	Parent	Request denied	SCHSL;BBCHS;DMR;*BFY TN;PR;LJ;BL;BS;Alesco; IS;CI-S	55%
		Profane language	Parent	Request denied		
		Vile language	Parent	Request denied		
The Uncle Margaret Abrams	3	Incidents and ideas relating to sex	Parent Librarian Principal	Removal	CI-S-64	
Up the Down Staircase Bel Kaufman	1	Term used by student	Principal	Request denied		
U.S.A. John Dos Passos	1	Unsuitable language and subject for Juniors	English dept. chairman	Request denied	CI-M-64;GR	
Vanity Fair William M. Thackeray	1	Immoral behavior of character	Parent	Removed from classroom use	CI-S-64;GR;DMR; *sSCHSL;BFY;BB;PR; BBCHS	64%

Title & Author	No. of Objections	Objection Alleged	Objector	Result	Book Recommended In	Percent of 608 schools reporting this book in their library
The View From Pompey's Head Hamilton Basso	1	Ugliness, loose morals etc.	Teacher	Removal	CI-M	
When You Marry Evelyn Duvall & Reuben Hill with chapters in collaboration with Sylvanus Duvall	1	_____	_____	Reserved	LJ;*sSCHSL	
Women Are Fatal Not listed in Cumulative Book Index	1	"cheap"-not good for students	Librarian	Removal		
The Wonderful Story of How You Were Born Sidonie Gruenberg	1	Sex too vividly portrayed	Parent	Removal	LJ	
The Wonderful Story of You Benjamin and Sidonie Gruenberg	1	Sex too vividly portrayed	Parent	Removal	LJ;JHSLC	
The Yearling Marjorie Rawlings	1	Unsuitable language	Teacher	Request denied	CI-S;RLHR;BBCHS;BB; YR;PR;GR;JHSLC#-66; BBCJHS;*SCHSL	

Title & Author	No. of Objections	Objection Alleged	Objector	Result	Book Recommended In	Percent of 608 schools reporting this book in their library
Youngblood Hawke Herman Wouk	1	Too much sex in too plain of terms	Librarian	Not recommended	CI-M	
The Young in Love Denise C. Brookman	2	Objectionable description of scene	Student Teacher	Removal		
Junior High School Grammar Text	2	Lacks information on grammar	Teacher English dept. Chairman	No action		
Junior High School Grammar Text	3	Lacks information on grammar	Teacher English dept. chairman	No action		
		Improvement for teaching and learning	English dept. chairman	_____		
Junior High School Grammar Text	1	Outdated	English dept. Chairman	No action		
Junior High School Literature Text	1	Outdated	Teacher	Replaced		

Title & Author	No. of Ojections	Objection Alleged	Objector	Result	Book Recommended In	Percent of 608 schools reporting this book in their library
Any Book Frank Yerby*	1	Low moral caliber	English dept. chairman	Removed from classroom use		
Any Book MacKinlay Kantor**	1	Obscene	Principal	Removal		

*Various titles listed in selection aids. Youngblood Hawke, CI-M; The Old Gods Laugh, BS-IIb; Fairoaks, CI-M-64; Captain Rebel, CI-M; The Golden Hawk, CI-M; Jarrett's Jade, CI-M; The Serpent and the Staff, CI-M; The Treasure of Pleasant Valley, CI-M; The Vixens, CI-M; A Woman Called Fancy, CI-A.

**In addition to Andersonville which is described previously, the following titles are recommended in the following sources. God and My Country, BFY; The Voice of Bugle Ann, *SCHSL#-62; BBCHS.

Summary of Objections to Magazines

Title	No. of Objections	Objection Alleged	Objector	Result
America	4	_____	Principal	Subscription ended
		_____	Principal	Subscription ended
		_____	School administrator	Subscription ended
		_____	Member of the Board of Education	Subscription ended
Ebony	1	_____	Clergyman (substitute teacher)	Taken off magazine rack temporarily
Fact	1	_____	Principal	Subscription ended
Jours de France	1	_____	Teacher	We do plan, by request of a French teacher, to discontinue Jours de France when we place our next order.
Life	19	_____	Librarian	
			Principal	Placed on closed shelf
			Parent	
			Teacher	Placed on closed shelf
		_____	Principal	
			Member of the Board of Education	Placed on reference shelf in periodical files--available on request for research or reference reading
March 11, 1966 issue		_____	Principal	Removed from rack, placed where old magazines are kept, but still accessible to students

Title	No. of Objections	Objection Alleged	Objector	Result
Issue on birth		_____	Superintendent	Request denied
		_____	Principal	Placed on closed shelf
		_____	Principal	Subscription ended
		_____	Principal	Subscription ended
		_____	Librarian	Few pages torn out
		_____	Librarian	Placed on closed shelf
		_____	Librarian	
		_____	Principal	Placed on closed shelf
		I was not asked to do this. I did it on my own.	Librarian	Placed on closed shelf
		_____	Principal	Removed from shelves. If it was an objectionable picture, picture was removed. This was done by the librarian.
		_____	Member of the Board of Education	Placed on closed shelf
		Revealing dress design, etc.	Principal	Offending pictures were torn out. Magazine replaced on shelf
Look	5	I was not asked to do this. I did it on my own.	Librarian	Placed on closed shelf
		_____	Principal	
			Member of the Board of Education	Placed on reference shelf in periodical files--available on request for research or reference reading
		_____	Teacher	Placed on closed shelf
		_____	Principal	Placed on closed shelf
Mademoiselle	1	I was not asked to do this. I did it on my own.	Librarian	Placed on closed shelf

Title	No. of Objections	Objection Alleged	Objector	Result
National Geographic Magazine	1	_____	Librarian	Placed on closed shelf
Saturday Evening Post	2	_____	Principal	Removed from the shelves. If it was an objectionable picture, picture was removed. This was done by the librarian.
		Article about prostitution and picture re incest	Grandparent	Kept in librarian's office for short period; then filed on reference shelf
Saturday Review	1	Communist influence	Principal	Subscription ended
Science Digest	2	_____	Principal	Back issues removed and subscription discontinued.
		_____	Teacher	Subscription ended
Senior Scholastic	1	_____	Principal	Request denied
Seventeen	1	Article listed on the cover that covered some phase of sex that the girls' counselor objected to	Teacher	Removal
Show	2	_____	Librarian English department chairman	Subscription ended
Soviet Life	1	_____	Teacher	Request denied
Status	2	_____	Librarian English department chairman	Subscription ended

Title	No. of Objection	Objection Alleged	Objector	Result
Time	8	Article pertaining to sexual relationship	Member of the Board of Education	Article cut, magazine put back on the shelf
		_____	Librarian	Placed on closed shelf
		_____	Principal	Placed on closed shelf
		_____	Librarian	Placed on closed shelf
January 24, 1964 issue		_____	Principal	Placed on closed shelf
		_____	Principal	Section deleted from magazine
		_____	Principal	Subscription ended
		_____	Teacher	Request denied
Today's Health	1	I was not asked to do this. I did it on my own.	Librarian	Placed on closed shelf
True	1	_____	Principal	Removed from the shelf. If it was an objectionable picture, picture was removed. This was done by the librarian.
U.S. News and World Report	1	Article "Homosexuality"	Principal	Article was torn out. Magazine replaced on shelf
Vogue	1	_____	Librarian	Placed on closed shelf
A magazine (Life, I think) was put in Home Ec. Room	2	_____	Librarian	
		_____	Principal	Placed on closed shelf
A magazine with scantily clad women was taken from the library	2	_____	Librarian	
		_____	Principal	Placed on closed shelf

1. Kirkendall and Railton ("The Law and the Dissemination of Sex Information," in Sexual Behavior and the Law, ed. Ralph Slovenko. Springfield, Ill.: Thomas, 1965) have noted with approval the increasing reliance of the courts on professional standards of literary criticism. For a dissenting critical study of the problem, see "Obscenity: Some Problems of Value and the Use of Experts," in Obscenity, The Law, and the English Teacher, Champaign, Ill.: NCTE, 1966.

2. Glueck and Glueck. Unraveling Juvenile Delinquency (New York, 1950).

3. Berninhausen, David K., and Richard W. Faunce, "An Exploratory Study of Juvenile Delinquency and the Reading of Sensational Books," The Journal of Experimental Education, XXX (Winter 1964), 161-168.

4. See, for example, William Kvaraceus, "Can Reading Affect Delinquency?" ALA Bulletin, LIX (June 1965), 516-522.

5. Whatmough, Joseph. Language: A Modern Synthesis (New York: Mentor Books, 1957), p. 19; quoted by permission.

6. Potter, Simeon. Our Language (London; Penguin Books, 1950); p. 106.

7. Op. cit., p. 179.

8. Ibid.

9. Burress, Lee A., Jr. How Censorship Affects the School, Special Bulletin No. 8, Wisconsin Council of Teachers of English, October 1963.

10. Foster, Ruth K. "Censorship and Arizona High Schools," Bulletin, Arizona Association of Teachers of English, 1966.

11. Ahrens, Nyla Herber. Censorship and the Teacher of English: A Questionnaire Survey of a Selected Sample of Secondary School Teachers of English, Columbia University, 1965.

12.

13. Squire, James R., and Roger K. Applebee. A Study of English Programs In Selected High Schools Which Consistently Educate Outstanding Students in English, Cooperative Research Project No. 1994. Urbana, Ill.: The University of Illinois, 1966.

14. Hogan, Robert F. "Book Selection and Censorship," The Bulletin of the National Association of Secondary School Principals, LI (April 1967); 67-77.

15. White, Helen, The Commission on English 1962 Summer Institutes for English Teachers (Champaign, Ill.: NCTE, 1963).

16. See, for example, "Criticism, Visible and Invisible," College English, XXVI (October, 1964), 3-12; and "Elementary Teaching and Elemental Scholarship," PMLA, LXXIX (May, 1964), 11-18.

17. Books and the Teen-Age Reader (New York, Bantam Books, 1967).

18. Hooked on Books, Berkeley.